



## QRIS Annual Report

June 30, 2010

Period covered: July 29, 2009 - June 13, 2010

### Executive Summary

Thrive by Five WA appreciates the Department of Early Learning's continuing partnership and commitment to improving the quality of early learning programs for children and families in Washington state. During the first year of the *Seeds to Success* modified field test, all five sites (Clark, Kitsap, and Spokane counties, along with the Thrive demonstration communities of East Yakima and White Center) made significant progress towards their goals as outlined in their Outcomes Plans, developed in the beginning of the project.

- Clark County made tremendous progress in helping its participants develop their skills around documentation and assessments. Their practice of videotaping participation for coaching and self-reflection was at first a source of anxiety for participants but by the end, embraced, as they ultimately saw the benefit it was providing for the children in their care. In addition, Clark's practice of having coaches provide trainings to participants was successful in providing a learning loop between what is learned in the training and what is practiced in their work.
- Kitsap County was successful in its goal of helping to increase the community capacity of assessment tools. Participants were trained on the CLASS, the ERS, and the DECA and used the measures to improve practices in their programs and classrooms. Kitsap also developed a special partnership with a local mental health organization, the Holly Ridge Center, and made early childhood mental health consultation easily accessible to participants, which the site coordinator and coach link to a decrease in children's expulsion from participating child care businesses.
- Spokane, by focusing on the Management Practices category of the quality standards, was successful in its goals of helping participants develop a strong business foundation for their child care businesses. All of the providers moved one or two Seed levels in that category. In addition, Spokane also assisted participants to access a popular and successful full-year CDA program with a partnering organization. Finally, the work of the coaches in Spokane led to recommendations for changes in the Management Practices category, the majority of which DEL and Thrive accepted in the revised version of the quality standards.
- King County and East Yakima were successful in implementing a program aligned with the randomized controlled trial study by Mathematica. The site coordinators worked especially hard to not only deliver a high intensity dosage of coaching, process quality improvement grants, and connect participants to professional development opportunities, but also to help retain participants and ensure their participation in evaluation efforts that ultimately helped the evaluation team have strong data to evaluate.

In addition,

- All five sites implemented coaching successfully. Participating providers received the intended dosage of coaching per community, which ranged from 2-8 hours per participant a month.
- All of the coaches received the intensive two-day training on Coaching for Early Learning Professionals developed by Thrive and the Thrive Mentor, Holly Bennet. Holly also offered quarterly mentoring for all of the providers. Anecdotally across the five communities, providers and coaches spoke of how they appreciated the coaching model and how successfully it was implemented in practice.
- The randomized controlled trial study that looked at the modified field test implementation and impact in East Yakima and White Center concluded that intensive coaching and access to quality improvement grants **caused** an increase in observed quality in participating child care businesses. Thrive is excited to share this and other important findings from this study with the rest of the state and the country.

In total, the five sites:

- Provided **6,269 hours of coaching** to program participants,
- Provided **1,184 hours of mentoring and technical assistance** to coaches,
- Dispersed **\$67,297.58** for approved quality improvement materials or activities for participants,
- Dispersed **\$199,850.85** for professional development opportunities for participants.

Please note that the reported data is the result of not only the DEL funding of the Seeds to Success Modified Field Test but the private funding through Thrive by Five Washington. Because of the way the data was captured, it is not possible to split the data out to only show what was funded with the DEL funds.

## Clark County

### ***Results of Planned Outcomes***

Clark County focused on two questions during the modified field test:

1. Does specific training in combination with coaching positively impact teacher-child interactions?
2. Does training in combination with coaching on specific elements of the model lead to a greater sense of self-efficacy for providers?

Below are Clark's results toward objectives and outcomes outlined at the beginning of the modified field test and the measurement tools they had planned to use to assess their success.

Question 1: Does specific training in combination with coaching positively impact teacher-child interactions?

Results: Providers have the information, resources and support to positively interact with children in their care

Objectives	Outcomes	Measurement
1. Provide coaching at least two times per month. <b>Complete</b>	Providers will increase their knowledge of documentation, child guidance, language/literacy and positive interactions.	DECA – <b>Did not use in Phase I</b> PPVT – <b>Did not use in Phase I</b>
2. Provide monthly training with focus on the four components of the Curriculum & Learning Environment element of the model. <b>Complete</b>		Provider development of child portfolios – <b>99 portfolios were developed</b> Training pre/posts – <b>Conducted</b> Documentation Survey – <b>Conducted</b> Literacy Environment Checklist – <b>Conducted</b>
3. Provide curriculum materials intended to encourage teacher-child interactions. <b>Complete</b>	Providers will increase the quality of their interactions with children.	Caregiver Interaction Scale – <b>Conducted</b> Environmental Rating Scale – <b>Conducted</b>

Question 2: Does training in combination with coaching on specific elements of the model lead to a greater sense of self-efficacy for providers?

Results: Providers who receive coaching and training on specific elements of the model will feel a greater sense of self efficacy and confidence in their role.

Objectives	Outcomes	Measurement
1. Provide coaching at least two times per month. <b>Complete</b> 2. Provide monthly training with focus on the four components of the Curriculum & Learning Environment element of the model. <b>Complete</b> 3. Videotape provider-child interactions and provide opportunity for self-reflection and feedback. <b>Complete</b>	Providers will increase their self-efficacy.  Providers will engage in and incorporate self reflection as a tool for improvement.	Teacher Efficacy Scale – <b>Conducted</b>  Hours of self-reflection <b>15.1 hours of videotaped sessions were completed</b>  <b>11.6 hours of reflection with providers was completed</b>

#### Quality Standards Focus

Clark looked at four indicators in the Curriculum and Learning Environment category of the Quality Standards: Documentation, Language and Literacy, Interactions, and Behavior Guidance. To help measure the change in these categories, Clark used four assessment tools and completed them with each participating child care program/provider:

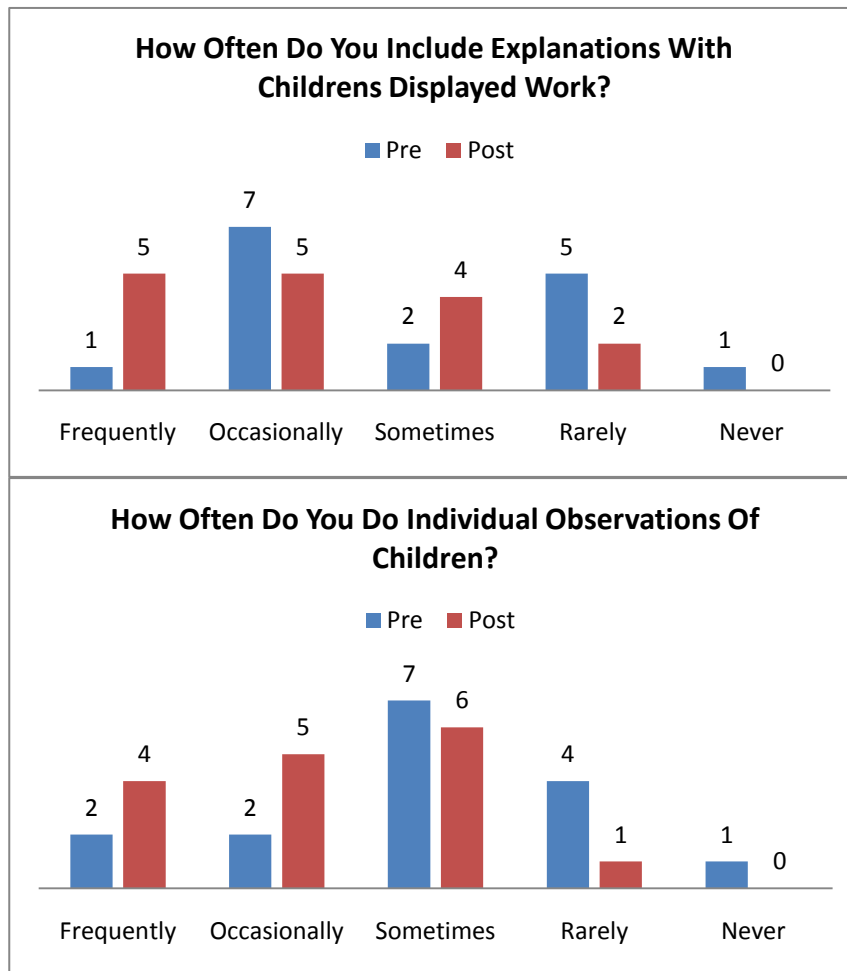
- **Documentation Survey** – each provider completed a pre-service survey about documentation on their own before they received training or materials on documentation. They completed a post-service survey in June 2010. The documentation survey was designed to measure providers' use of portfolios and frequency of use of activities supporting documentation. (We've attached a copy of this survey at the end of the report)
- **Literacy Environment Checklist** – each provider completed the checklist on their own environment as a pre- and post-test. The checklist is designed to measure to what degree the classroom or family child care has elements supportive to literacy.
- **Caregiver Interaction Scale (CIS)** – each coach completed observations using the CIS on individual providers as a pretest. Posttests were completed by either the coach\* or an independent reviewer. The CIS is designed to measure the quality of provider/child interactions.
- **ERS** – as a pretest, each coach completed observations on the specific items within the ERS that Clark's modified field test is focusing on. Posttests were completed by either the coach\* or an independent reviewer.
- **Teacher Efficacy Scale** – Each provider completed the scale as a pre- and post- test. This scale was designed to measure teacher sense of support and of efficacy in managing classroom behavior, relationships, and learning. The higher the score (level of agreement with items), the higher a teacher's sense of support and efficacy.

*\*A coach only completed assessments on providers she had not yet worked with (due to the resignation of another coach).*

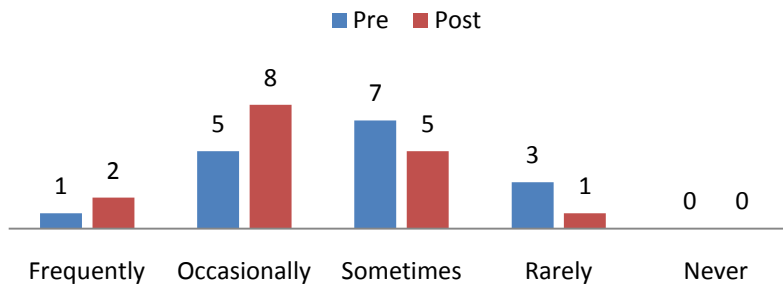
The following are highlights of what Clark learned from the pre and post assessments:

### **Use of Documentation Activities**

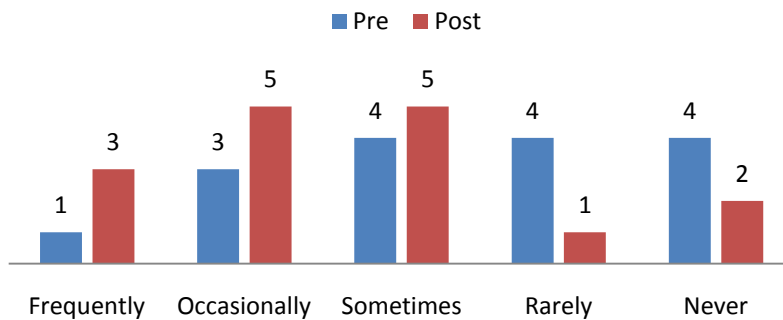
Clark asked several questions about providers' use of documentation activities. Overall, there was an increase in these activities. There was a large increase in the taking of and displaying of photographs by providers for documentation. This could be due to the fact that Clark provided them with digital cameras, a photo printer, printer cartridges, and photo paper, where they likely did not have these resources prior to this year.



### How Often Do You Plan Activities Based On Your Observations Of The Children?



### How Often Do You Use Developmental Checklists With Your Children?



#### Environmental Rating Scales

For the Environmental Rating Scales, Clark separated the items by area (Language Reasoning, Interaction, Program Structure), and then looked at the average scores in each areas at pre- and post-test for each type of scale used (ECERS, FCCERS, or ITERS).

#### ECERS

	Pre	Post
Average Total Mean Score Across All Items	5.67	5.64
Average Language-Reasoning Mean Score	4.91	5.22
Average Interaction Mean Score	6.10	5.89
Average Program Structure Mean Score	6.14	5.82

#### ITERS

	Pre	Post
Average Total Mean Score Across All Items	4.89	5.67

<b>Average Listening and Talking Mean Score</b>	4.84	4.84
<b>Average Interaction Mean Score</b>	4.9	6.0
<b>Average Program Structure Mean Score</b>	5	6.25

#### FCCERS

	Pre	Post
<b>Average Total Mean Score Across All Items</b>	5.53	6.78
<b>Average Listening and Talking Mean Score</b>	5.59	6.54
<b>Average Interaction Mean Score</b>	5.63	6.85
<b>Average Program Structure Mean Score</b>	5.25	7

In looking at the scores, ECERS scores stayed the same or decreased in all areas except Language-Reasoning. One thing that may have contributed to this is the fact that the coaches, who conducted the pre-tests, did not receive formal training on using the ERS. There was lengthy discussion about its use, but not formal training. The coach who completed the ITERS and FCCERS did have more experience using the ERS, as she had used it in other capacities in her work. In contrast, the post-test were completed by an independent reviewer who has completed ERS training. In the future, to obtain accurate results it will be important to use trained independent reviewers.

For additional details on these assessments, please refer to Attachment A: Clark County's Assessment Results.

#### ***Coaching Hours/Topic Areas***

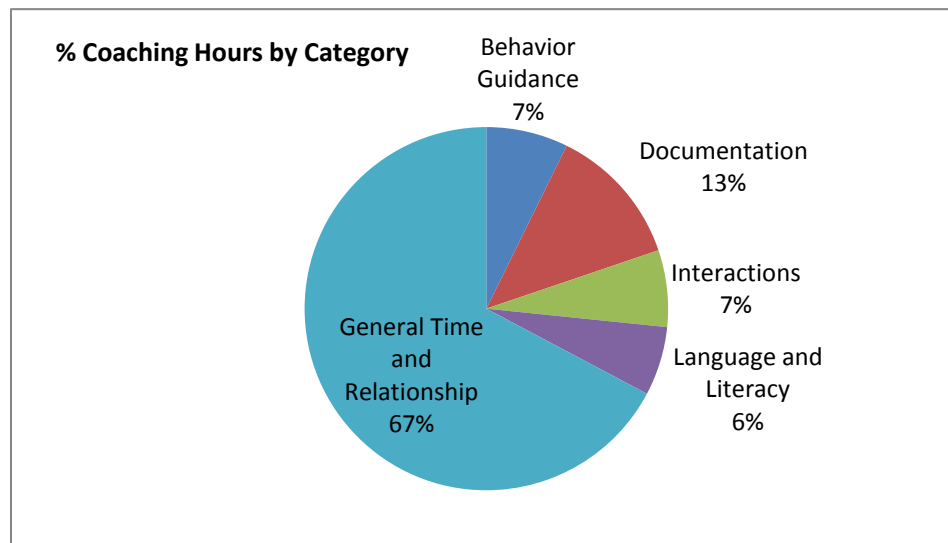
During FY2010, Clark County provided a total of **374.25 hours** of coaching to program participants.

The coaches facilitated two visits per month (average of 1.5 hrs/visit) with each program participant to focus on goals, assessments, topic-specific information, and coaching support. Coaches spent time observing program participants as well as engaging in conversation with them about what is working well, progress on goals and questions/challenges that have arisen. Coaches also spent time videotaping teacher-child interactions in each of the participating programs, and then viewing these interactions with the participant to facilitate self-reflection and brainstorm ideas for change. Many of the participants were anxious about the coaching component of the field test, but at the end-of-year celebration many of them shared that the coaching was the most valuable part of their experience. They developed trusting relationships with their coaches and were given the confidence, support and resources they need to successfully complete goals. Many of the participants also shared their appreciation for the monthly training components and thought it was a valuable experience that provided them not only with high quality information but also the opportunity to connect and network with peers.

**Coaching hours broken down by topic areas:**

• Interactions	<b>23.25 hours</b>
• Behavior Guidance	<b>26.73 hours</b>
• Language & Literacy	<b>29.03 hours</b>
• Documentation	<b>48.67 hours</b>
• Environment	<b>.17 hours</b>
• Other (general time and relationship with client)*	<b>246.4 hours</b>

\*This category includes time spent collecting data and assessment as well as videotaping and reflecting on videotaping sessions. Coaches in Clark also recorded hours spent on time that was not necessarily in any of the categories listed above.



**Technical Assistance Delivered to Coaches**

During FY2010, Clark County provided **41.5 hours** of technical assistance to the coaches.

**T/A hours broken down by topic areas:**

• Coach training from Holly Bennett and Associate to refresh coaches on the co-active coaching model	<b>8 hours</b>
• Coach training from DEL/Thrive to provide information about the history, background and goals of QRIS as a statewide system	<b>4 hours</b>
• Individual and group reflective supervision from Holly Bennett to discuss specific coaching strategies, successes and challenges	<b>12 hours</b>
• ETO training to learn how to sue the new program	<b>4 hours</b>
• Cohort support meetings with the Clark County QRIS staff (Kim, Leslie, Jodi, Tracy) to discuss logistics of the project, goal setting and	<b>13.5 hours</b>

measurable outcomes, provider turnover, provider engagement, training development and facilitation, paperwork and reporting requirements, data collection and assessments, licensing issues, and parent involvement	
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#### ***Dispersal of Funding to Participating Providers***

In total, Clark dispersed **\$20,924.98** during FY2010.

Resources: Books, materials and resources were distributed to program participants early in the year. Providers also received additional materials throughout the year, in conjunction with the trainings. The materials were given to the providers to assist them in achieving their goals and working on the areas of Interactions, Behaviors, Language/Literacy, and Documentation. Programs have been using the documentation materials to create portfolios for the children in care and to display photos of the children learning new skills and accomplishing developmental tasks. The curriculum tubs have provided hands-on activities for teachers and children to interact with one another and encourage attachment and relationship building.

<b>Materials</b>	<b>Amount</b>	<b>Notes</b>
Curriculum tubs to 12 programs	\$5,001.95	Curriculum tubs include age appropriate toys, books, and music sets designed to encourage teacher-child interactions in each program.
Media equipment and documentation supplies to 12 programs	\$9,736.08	Programs were each given a video camera, digital camera and accessories to be used for documentation and self-reflection purposes.
Books and resources to 12 programs	\$3,767.95	Programs were given books and materials about documentation to support the development of portfolios with the children in their care, the material they learned at training, and the areas of focus. They were also each given a copy of the ERS book that corresponds with their program. Programs also received a set of Baby Cue cards and video to support training on attachment with children.
Materials to Support Trainings	\$2,419	Includes materials used in the trainings (DVDs, curriculum), as well as materials given to providers for use after the trainings.
<b>Total</b>	<b>\$20,924.98</b>	

#### ***Professional Development Opportunities***

During FY2010, Clark County spent **\$11,194** for professional development opportunities.

Cost of 14 Hours of STARS Training - \$3,164  
Cost to provide Building Bridges module - \$8,030

Monthly trainings:

The coaches planned and facilitated monthly trainings for all of the program participants. The participants took a pretest before the training and a posttest after the training to assess increase in knowledge on topic areas. The trainings focused on content that supported one of the four components that we concentrated on within the Curriculum & Learning Environment element. The coaches appreciated being the ones to deliver the training to the participants because they were able to tie the information from training directly to their coach visits and vice versa. They had the opportunity to see the “knowledge to practice” idea come to life.

Trainings went well and providers appeared to be using the strategies that they were taught in their classrooms. The coaches were able to point out specific examples of things that they had seen in the classroom and give praise to providers during the trainings. The training material that was used helped providers scaffold their learning in the area of interaction, helping them understand the foundations for children’s behavior and relationships. When a particular child was having a difficult time regulating herself, the providers were able to apply what they learned in classes and try to build bonds with the child. One provider told the coach that she had never thought about a particular child and her challenging behavior as a cry to become closer to her. After the attachment workshop she spent at least 10 minutes a day with the child and periodically hugged her throughout the day. The provider saw a remarkable improvement in the child’s ability to settle down and use more self control.

The following trainings were delivered to the providers over the past year and also below is the pre- and post-test results. Each training was 2 hours long. The Bridges Class – Language and Literacy consisted of five 2-hour classes.

Training Pre/Post Results:

Assessments were given at each training (with the exception of the Bridges class) to assess increases in participant knowledge. The results for each training are as follows:

Date	Title	Average % Correct on Pre-Test	Average % Correct on Post-Test
9/21/09	Orientation/Healthy Development	No pre/post	No pre/post
10/9/09	Documentation and Portfolios	65%	73%
11/16/09	Healthy Brain Development	72.50%	81.25%
12/7/09	Attachment	62.5%	90%
1/25/10	Self-Regulation & Child Guidance	73%	83%
2/22/10	Facing the Challenge Part 1	76.7%	80%

3/22/10	Facing the Challenge Part 2	67%	72%
4/26/10 5/10/10 5/24/10 6/2/10 6/16/10	Bridges Class -Language and Literacy (Clark College)	No pretest	No posttest

#### ***Data on Self-Assessments and Quality Improvement Plans***

Clark County did not using the Self-Assessment during the modified field test.

Quality Improvement Plans have been created for every individual involved in the program (18 participants). 94 goals were developed and 21 of these goals were completed.

#### **King County (White Center)**

#### ***Results of Planned Outcomes***

White Center has focused on intensive coaching as the main intervention to increase the quality of early learning environments and the level of professional development of providers. White Center has also worked to increase professional development opportunities for providers in the modified field test.

Programs received a high intensity of coaching services, and accessed a wide variety of professional development opportunities. The results of the randomized controlled study completed by Mathematica Policy Research Inc. validated that indeed coaching services plus access to quality improvement grants do improve observed quality of the child care environment. There were also anecdotal reports of providers achieving milestones in professional development, whether it be completing their first ever college level class in early childhood education, or receiving certificates in various AA level degree pathways.

#### ***Coaching Hours/Topic Areas***

During FY2010, White Center provided a total of **2,420 hours** of coaching to program participants.

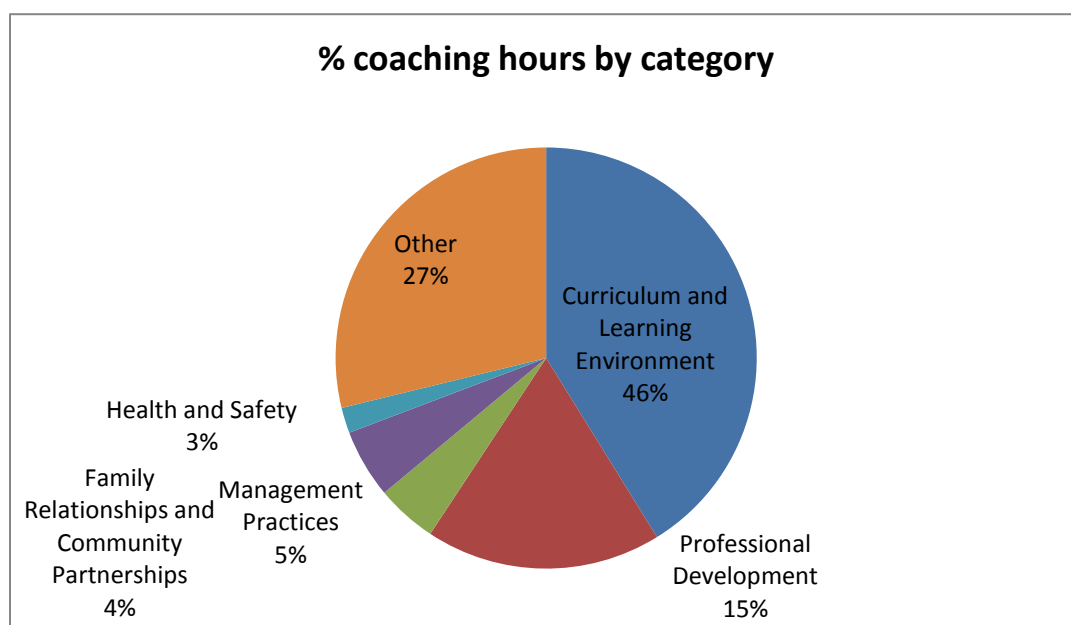
#### ***Coaching hours broken down by topic areas:***

• Curriculum and Learning	<b>1,128 hours</b>
• Professional Development/Training	<b>354 hours</b>
• Family Relationships and Community Partnership	<b>97 hours</b>
• Management Practices	<b>120 hours</b>
• Health and Safety	<b>65 hours</b>

• Other (please define):	
○ General Time & Relationship building	<b>557 hours</b>
○ "Other" goal area*	<b>99 hours</b>

\*"Other" goals fall into 2 categories: "general time and relationship building", and "other" goals that coaches had a hard time placing within the existing categories.

Tracking general time and relationship building was used exclusively at the beginning of the coaching program, and is still used for a variety of functions, including: relationship building, orienting and visioning with new program staff; addressing "fires" that come up during visits that interfere with planned coaching; discussion about general topics that result in eventual QIP goals; and particularly in the case of center directors or FCC owners, ongoing general program check-in about issues such as classroom progress, staffing to allow for coaching, help with required paperwork and forms, and revisiting overall program vision.



#### **Technical Assistance Delivered to Coaches**

During FY2010, White Center provided a total of **49 hours** of technical assistance to **each coach**. In total, White Center provided about 392 hours of T/A to all the coaches.

#### **TA hours broken down by topic areas:**

• Monthly group meetings	17 hours per coach
• "Educare 101" training and planning meetings	13 hours per coach
• Mentor support	4 hours per coach
• Group Mentoring	2 hours per coach
• WCELI all-staff meeting	3.5 hours per coach
• Mathematica Presentation	1.5 hours per coach
• CCR individual support	8 hours per coach

## **Content/Topic of TA**

### **Regular support to coaches**

- Monthly meetings incorporate information about ongoing QRIS program developments with professional development opportunities including peer learning. Specific topics in third quarter included an overview of the DECA, academic advising and professional development resources for providers, evaluation and ETO, and group reflections on coaching successes and challenges.
- Coaches receive individual mentoring support (one hour per quarter) from the Thrive Mentor, Holly Morris Bennet, for ongoing practice and application of Consultative Coaching skills.
- White Center QRIS staff provide regular individual support (3 hours per quarter) to coaches. Topics include: resources for providers such as professional development opportunities; Efforts to Outcomes (ETO) database assistance; feedback on documentation of coaching work; reflection on coaching strategies, challenges and successes. In winter quarter, staff also carried out annual coach performance reviews.

### **Periodic PD and other support for coaches**

- In September, Thrive by Five WA provided refresher training on using the Consultative Coaching model to all of the coaches.
- WCELI quarterly all-staff trainings combine training topics with opportunity for staff from different agencies to learn about overall WCELI goals and services. In October, the training focused on Cultural Competence of service delivery.
- In February, QRIS coaches received training and participated in a facilitated planning session with Educare staff around how to use the Educare Early Learning Center as a community resource for *Seeds to Success* providers in their professional development.
- In May, Coaches participated in a quarterly WCELI All-staff meeting. The goal of All-staff meetings are to enhance the work of individual WCELI partners, e.g., *Seeds* coaches, by providing opportunities for networking, learning about community resources, and discovering links and alignment in work with children and families.
- In May and June a few coaches along with CCR staff took part in CLASS overview and reliability training. Knowing this will be newly embedded in the next version of QRIS, CCR took the opportunity to build skills in this area.
- In June, Coaches participated in a MPR webinar presentation that shared the results of the *Seeds* Evaluation. The presentation to coaches served dual purposes: coaches learned about the findings of the evaluation and the results of their coaching work, and also prepared coaches to talk about the results with providers.

## **Dispersal of Funding to Participating Providers**

During FY2010, White Center dispersed a total of **\$23,371.21** in QI grants to participating providers.

Providers who participate in coaching can access Quality Improvement (QI) grants to support goals developed in their Quality Improvement Plans (QIPs). Grant requests must be directly linked to QI goals and approved by coaches. QI grant amounts were first awarded in July of 2009, and re-allocated to providers in January based on existing modified *Seeds* rating and prorated to reflect the remaining 6 month time period. Grants can be used for: classroom supplies and materials; program-wide supplies and materials; curriculum materials; development assessment tools; staff benefits; wage enhancements;

scholarships for children; professional and community events; coordination of social services; family engagement materials; facilitation of kindergarten transitions; and staff professional development.

### ***Professional Development Opportunities***

During FY2010, White Center dispersed **\$43,035.63** under this category. The funds in this category are used for tuition, release time, books/fees, and child care.

#### ***Types of PD offered/topics***

Seeds to Success participants accessing PD:

- Total educators accessed PD opportunities: **85**

PD opportunities offered in White Center (and beyond) for QRIS:

- **Credit Classes: (CCR partnership with Highline Community College)**
  - Cooperative Education (6 credits) taught in Somali language- Fall Quarter
  - Guiding Behavior (5 credits)- Fall Quarter
  - Introduction to Early Childhood Education in Somali language (5 credits)-winter quarter
  - Introduction to Early Childhood Education (5 credits)--spring quarter
  - Child Development in Somali Language (5 credits)—spring quarter
- **STARS classes:**
  - *We can Advocate!* Training—2 STARS hours
  - CDA Information Session—2 STARS hours
  - Tools to Support Children’s Social Emotional Development –DECA Overview. 3 classes, 9 STARS hours total
  - Get Healthy, Get Moving--physical development and active movement. 3 classes, 7 STARS hours total
  - Business Management Training Series for Family Child Care Providers (10 STARS hrs)
    - ❖ Record Keeping
    - ❖ Recruitment and Marketing
    - ❖ Technology
  - “The Big Move to Kindergarten” (Kindergarten Readiness) (1.5 STARS hrs)
- **Conferences and other PD**

In additional to the classes offered in White Center, Seeds to Success participants accessed PD funds for credit and non credit classes and conferences offered in the broader community, including:

  - Classes with Highline Community College, Renton Technical college, and Seattle Central Community College
  - WAEYC conference
  - Customized onsite training provided by CCR and
  - STARS classes including 20-hour Building Blocks.
  - White Center Provider Early Learning Fair and Conference (CCR was a planning partner with the White Center Provider Group for this event)—4 STARS hours

- Childhood Matters Conference (Renton Technical College)

#### ***Data on Self-Assessments and Quality Improvement Plans***

White Center is not using Self-Assessments during the modified field test.

Since the beginning of the modified field test, participants created a total of **37** Quality Improvement Plans (QIPs), including 14 QIPs by Family Child Care participants and 23 QIPs by center teachers and directors. In addition to classroom teacher, director and FCC QIPs, many assistant teachers and family child care assistants set individual professional development goals.

176 goals were developed during FY2010. Since the beginning of the project,\* 513 goals were developed and during FY2010, 225 goals were completed.

\*White Center and East Yakima started their modified field test program in June, through private funding only.

#### **Kitsap County**

#### ***Results of Planned Outcomes***

Kitsap County had outlined three main objectives in the Outcomes Plan:

1. Introduce child care providers to internal and external assessments to inform their work with children and families.
2. To create a system of data-driven professional development.
3. To continue to generate relationship-building with child care providers.

The following performance measures detail the progress made towards those objectives during FY2010.

1. Introduce child care providers to internal and external assessments to inform their work with children and families.

Kitsap provided training on evidence-based assessments. These include the ECERS, the CLASS and the DECA. Kitsap also provided hands-on technical assistance to help them administer these assessments in their programs. Through coaching, the providers were able to discuss how these assessments might change their curriculum and their program. They used the assessments to provide individualized care and instruction for each student. For example, one provider used the ECERS to assess her environment and realized that there was an overwhelming amount of toys available to the children. Clean-up was something that they had been struggling with for some time and this assessment gave the teacher valuable feedback that helped her change the classroom in a way that met her goals. The children were then able to take a greater

responsibility for their classroom as they no longer felt overwhelmed by the amount of clean-up necessary.

2. To create a system of data-driven professional development.

Utilizing the results from the assessments Kitsap was able to design a system of professional development training that was based on the needs of the providers. Kitsap compiled the results of the assessments and noted commonalities in scores. These key topics became the basis for group training.

Coaching centered around the individual needs of providers and strengthened training goals as well by providing follow-up discussions and individual reflection. For example, the coach was able to open up discussions about challenging behaviors and bring information from the training the provider had attended to help the provider focus on a solution. Providers were given a time where they could reflect on the information from the training and choose what worked for them and what they'd like to implement in their own programs.

3. To continue general relationship-building with child care providers

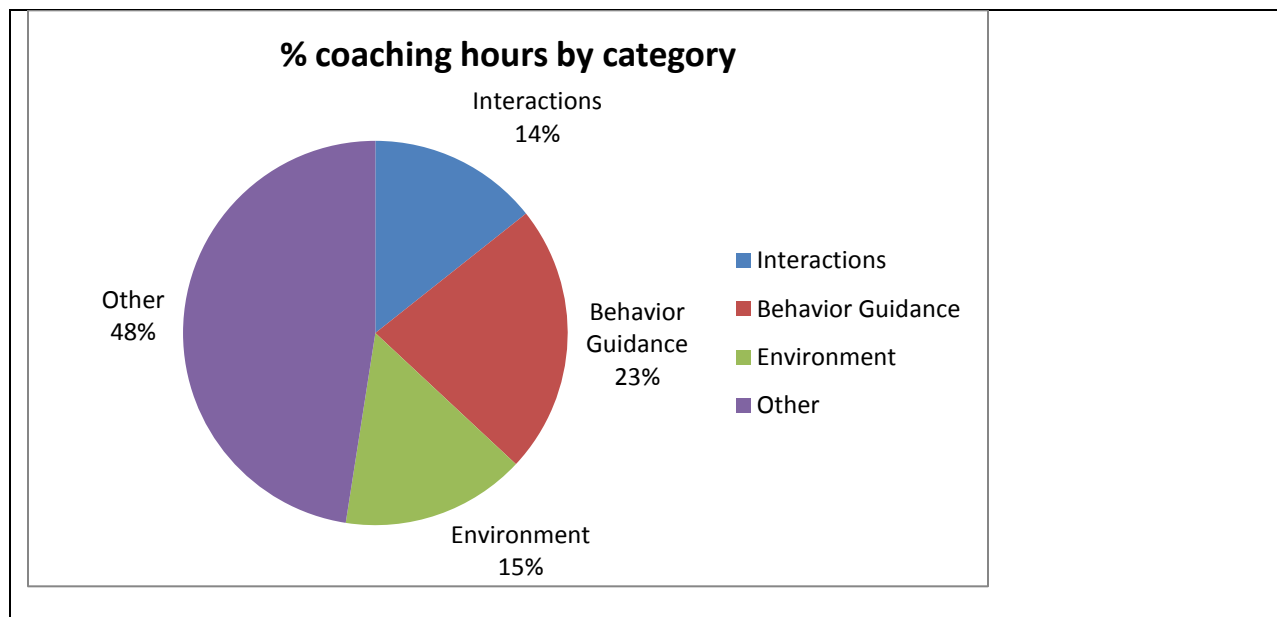
Kitsap utilized each opportunity to get to know the provider community better. Through the use of coaching visits, cohort trainings, Advisory meetings and requests for feedback, Kitsap focused on building strong relationships with providers. Kitsap used many different methods for seeking feedback in an effort to make providers feel comfortable. Through the use of Provider Advisors, Kitsap was able to gather candid, anonymous feedback while continuing to build relationships within the provider community. This feedback and relationship –building practice allowed Kitsap to grow and change over the course of the year. For example, Kitsap received information that the providers were not completely clear about the objectives of the QRIS. Kitsap was able to incorporate a brief overview into the beginning of each training. This helped providers understand the objectives of the modified field test and the Kitsap community's plan for the year.

#### ***Coaching Hours/Topic Areas***

During FY010, Kitsap County provided a total of **380.25 hours** of coaching\* to participating programs.

#### ***Coaching hours broken down by topic areas***

• Interactions (QRIS coach)	54.5 hours
• Behavior Guidance (early childhood mental health consultant)	86 hours
• Environment (QRIS coach)	59 hours
• Other (please define):	
○ General time & Relationship building (QRIS coach)	51.5 hrs
○ Goal setting and progress towards goals (QRIS coach)	39.75 hours
○ Provider advisors (volunteers)	89.5 hours



\*Kitsap County views coaching as a system of coaching that includes the Provider Advisor mentoring time, CLASS consultation time with providers, early childhood mental health consultant (on-site) and Professional Development time in addition to the items below.

#### ***Technical Assistance Delivered to Coaches***

During FY2010, Kitsap County provided a total of **82 hours** of technical assistance to the QRIS coach.

#### ***Dispersal of Funding to Participating Providers***

During FY2010 Kitsap County did not disperse any funds.

#### ***Professional Development Opportunities***

During FY2010 Kitsap County dispersed **\$11,803** to develop professional development opportunities.

#### ***Data on Self-Assessments and Quality Improvement Plans***

Participants completed Self Assessments in June 2009 during the supplemental reporting period. During this reporting period, the QRIS coach used the results from the Self Assessments to help facilitate the development of the providers' goals.

During FY2010, 26 goals have been developed and 15 of those goals have been completed.

## Spokane County

### ***Results of Planned Outcomes***

Spokane outlined three main objectives for this modified field test:

1. Increased access to resources that help achieve higher levels of quality for programs that participate in Seeds to Success
2. Increased provider quality due to coaching intervention
3. Increased community knowledge about and support of quality improvement for children and families

The following performance measures detail the progress made towards the stated objectives.

1. Increased access to resources that help achieve higher levels of quality for programs that participate in Seeds to Success (Goal: 20% will access new resources to increase quality)
  - 80% of the family child care participants accessed resources to become NAFCC accredited and/or re-accredited.
  - 80% of the family child care (FCC) participants and/or their assistants received scholarships to attend BluePrints for Learning CDA training. One provider completed the year long training, 2 providers are enrolled through the third quarter and one enrolled for the first quarter.
  - 100% of the participating FCC received a computer, printer, Quick Books software and Tom Copeland Business Workbooks to increase the quality of their management Practices.
  - 40% of the FCC participants received CK Kids Software to improve their MP.
  - 40% of the FCC have engaged with business lending locally and statewide through the development of a business plan. They plan to increase capacity, purchase high quality equipment and improve the physical environment of their child care.
  - 80% of the centers accessed scholarship funds to send their lead teachers and assistants to the BluePrints for Learning CDA course.
  - 60% of the centers enrolled students in the Building Bridges course at SFCC.
  - 100% of the centers received a computer, printer, Quick Books software to increase the quality of their management Practices.
  - 20% of the centers accessed QuickBooks payroll subscription
  - 20% of the centers accessed HR Law training
  - 60 % of the centers accessed credit training
2. Increased provider quality due to coaching intervention (Goal: 20% of participants will move to a higher Seed level in Management Practices or Professional Development and Training standard)

#### Management Practices

##### Family Child Care

- 80% of the FCC moved up two levels of the new Seeds Management Practices matrix except in Staff Compensation and Development because this had not been established in the 2009-

<p>2010 matrix used by the coaches.</p> <ul style="list-style-type: none"> <li>• 20% of the FCC moved one Seed level except in the indicator -Staff Compensation and Development.</li> </ul> <p>Centers</p> <ul style="list-style-type: none"> <li>• 40% of the centers moved at least one seed in all the indicators of Management Practices except Staff Compensation and development.</li> <li>• 40% of the centers moved 2 Seeds levels in all the indicators of Management Practices except Staff Compensation and Development.</li> <li>• 20% of the Centers maintained at Level 4 of the Seeds matrix in Management Practices except in Staff Compensation and Development.</li> </ul> <p><u>Professional Development</u></p> <p>Family Child Care</p> <ul style="list-style-type: none"> <li>• 20% of the FCC gained 1 Seed level on the Professional Development matrix in Education.</li> <li>• 80% of the FCC gained 2 seed levels on the professional Development matrix in Education.</li> <li>• 100% of the FCC participants met the Experience Seed Level 4 on the Professional Development and Training matrix.</li> </ul> <p>Centers</p> <ul style="list-style-type: none"> <li>• 20% of the Centers had met the Seed 4 Education level of Professional Development with its entire staff.</li> <li>• 80% of the Centers had the Director at the Seed 4 Education level of the Professional Development matrix</li> <li>• 80% of the Centers encouraged lead teachers or assistant teachers who had not reached their seed level in education to take the CDA training by BluePrints for Learning.</li> <li>• 100 % of the centers had the Director at the Seed 4 Experience level of the professional Development matrix</li> </ul> <p>3. Increased community knowledge about and support of quality improvement for children and families (Goal: Identify and develop key messages; Complete Marketing Strategy)</p> <ul style="list-style-type: none"> <li>• Through the monthly calls with Thrive and DEL, key messages for Seeds were identified and developed.</li> <li>• The local marketing strategy is in development and will be completed by end of July 2010.</li> </ul>
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<b><i>Coaching Hours/Topic Areas</i></b>
<p>During FY2010, Spokane provided a total of <b>645 hours</b> of coaching to program participants.</p> <p>The majority of those hours are categorized as focused on Management Practices.</p>

<b><i>Technical Assistance Delivered to Coaches</i></b>
<p>During FY2010, Spokane provided a total of <b>314.5 hours</b> of technical assistance to the coaches.</p>

**TA topics broken out by topic:**

- Cohort meetings
- ECRS, ITRS, FCRS Rating Training
- ETO training
- Thrive by Five Relationship Coach Training, mentoring, refresher
- Business Training
- Credit Training
- DECA training
- Parenting Training-Circle of Security
- Trauma Training

Outcome: 5 coaches are gold certified ECERS, ITERS raters. 3 coaches are FCCERS raters,

- 5 coaches are certified parenting trainers by Circle of Security
- 5 coaches are DECA trainers and mentors
- 5 coaches are certified "Relationship Coaches"

**Dispersal of Funding to Participating Providers**

During FY2010, Spokane dispersed **\$588.99** for the following materials:

- \$357.09-updated Tax organizer and business books for family child care participants.
- \$102.90 CK Kids Software
- \$129 QuickBooks payroll subscription

**Professional Development Opportunities**

During FY2010, Spokane dispersed **\$7,600** to support professional development opportunities.

**Types of PD offered/topics:**

- Scholarships to Blueprints for Learning CDA course. 120 hours of instruction with quarterly site visits by the instructors.
- Number of students accessing CDA scholarships ranged from Qtr. 2 (11)- Qtr 4 (18)

**Data on Self-Assessments and Quality Improvement Plans**

Spokane is not using the Self Assessments during this modified field test.

Spokane participants developed 38 goals and completed 7 of them during FY2010.

### Results of Planned Outcomes

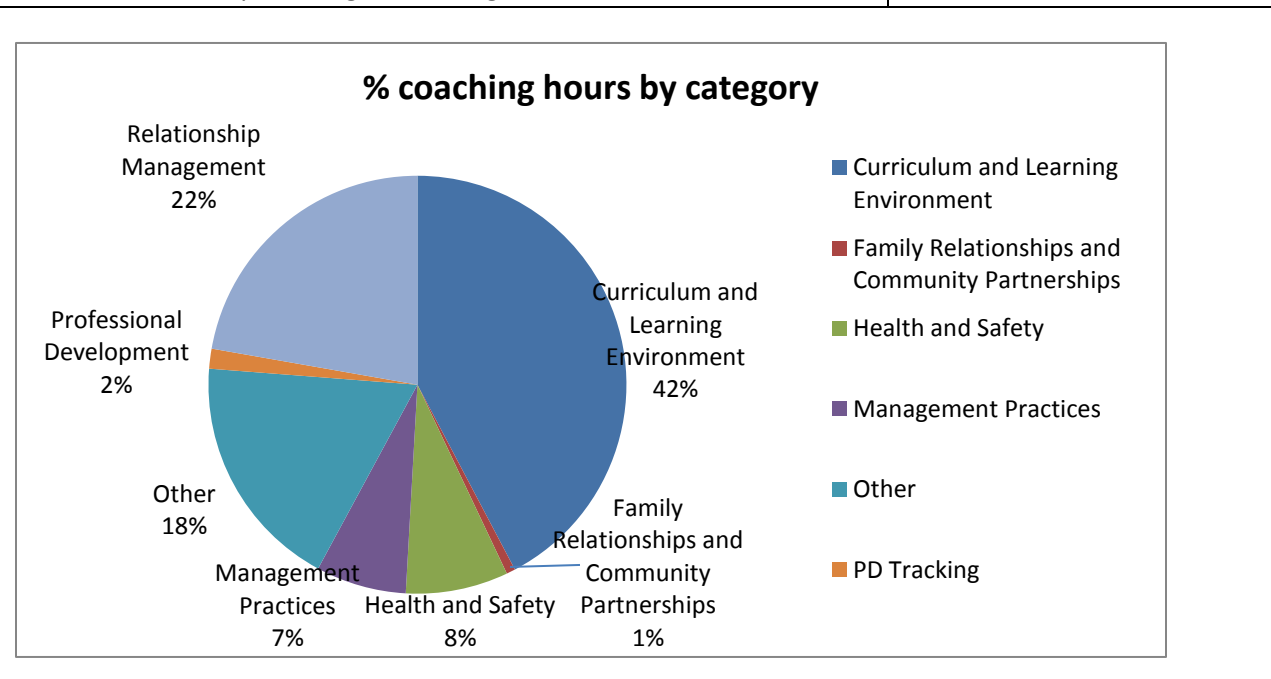
The past year of the Seeds to Success Field Test implementation reflected a high level of quality service delivery and positive provider outcomes. Coaches maintained an intensive level of coaching support which facilitated providers' completion of QIP goals. Completion of goals was evident in improved child care environments as evidenced by the post evaluation results. Professional development was accessed in higher numbers, especially toward the end of year, with several participants completing CDAs and several more enrolled in A.A. and B.A. programs. Additional providers pre-registered in the spring for summer 2010 CDA courses, including the Spanish CDA. In addition to child care quality improvements and higher level of engagement in professional development, coaches reported many other observable improvements with child care providers and within their facilities. Most of the participants who received coaching are eager to continue with coaching and have expressed their desire to continue their quality and educational improvements through the support of their coach.

### Coaching Hours/Topic Areas

During FY2010, East Yakima has provided **2,449.5 hours** of coaching to program participants.

#### Coaching hours broken down by topic areas:

• Curriculum and Learning Environment	1,246.9 hours
• Family Relationships and Partnerships	20.25 hours
• Health and Safety	233.9 hours
• Management Practices	206.2 hours
• Other	541 hours
• Professional Development	45.4 hours
• Relationship Building and Management	655.8 hours



### ***Technical Assistance Delivered to Coaches***

During FY2010, East Yakima has provided **354 hours** of technical assistance to each coach.

#### ***TA hours broken down by topic areas:***

- 32 Hours - National Conference (NAEYC)
- 10 Hours - ETO Training
- 7 Hours - Coach Training by Thrive
- 25 Hours – Other coach Training (BAS, EL Institute, etc.)
- 24 Hours - Coach Mentoring (Holly)
- 208 Hours – Site Coordinator/Coach Mentoring and Reflection (Individual time - combined between all four coaches)
- 48 Hours of group debriefing (monthly Meetings)

### ***Dispersal of Funding to Participating Providers***

In this reporting period, East Yakima dispersed a total of **\$22,412.40** to participating providers.

Providers who participate in coaching can access Quality Improvement (QI) grants to support goals developed in their Quality Improvement Plans (QIPs). Grant requests must be directly linked to QI goals and approved by coaches. QI grant amounts were allocated to providers in June based on modified Seeds rating. Some providers requested the total grant amount upfront, while others requested smaller amounts periodically throughout the year. Grants can be used for: classroom supplies and materials; program-wide supplies and materials; curriculum materials; development assessment tools; staff benefits; wage enhancements; scholarships for children; professional and community events; coordination of social services; family engagement materials; facilitation of kindergarten transitions; and staff professional development. Most of the funds went towards the improvement of environment.

### ***Professional Development Opportunities***

In FY2010, East Yakima dispersed **\$126,218.22** under this category. The funds include tuition, release time, books/fees, and child care stipends.

#### ***Types of PD offered/topics***

- Child Care Business Management Training – 10 STARS hours
- AA/AAS classes with YVCC
- CONEVyT
- BA in ECE with Central Washington University
- ESL classes with YVCC/Yakima School District

### ***Data on Self Assessments and Quality Improvement Plans***

East Yakima is not using Self Assessments in their modified field test.

Since the beginning of the project,\* 270 goals have been developed. During FY2010, 176 goals have been created and 154 were completed.

\*White Center and East Yakima started their modified field test program in June, through private funding only.

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### ***Success Stories, Challenges, and Lessons Learned***

#### Success Stories:

- Clark: Providers appear to have developed close relationships with coaches this year. They depended on coaches for a variety of reasons and many times providers called with questions that were not necessarily related to their goals such as how to handle a situation with a parent or with a director. These connections were strengthened by the training and coaching approach. When the coach would visit during the modeling times they could connect the response back to information that was presented in the trainings. The last quarter the providers were heavily focused on language and literacy. They were taking a Building Bridges college class and were invested in helping make their classrooms richer through literacy experiences. Providers looked through their children's books and at garage sales for more diverse materials for their classrooms. Their investment in providing children with enriching language and literacy experiences is inspirational. The coaching and training components were key to the successful implementation of the field test in Clark County.
- Clark: Though providers did not meet all of their goals this year they were working on them and there were indicators of progress and success. Some completed all of the portfolios in their classroom. To do this, they worked nights and weekends on their portfolios. Providers seemed to feel a sense of pride and accomplishment completing these portfolios because they highlighted the important work that children had engaged in over the year and were able to share these successes with parents.
- Clark: One of the biggest successes for the year was the video-taped self reflection activity. Though all providers were nervous and critical of themselves while they watched the video, they all said it meant a lot to them. Many felt that this was a great way to look at their children and the interactions between them. Since videotaping the providers, several have brought out the video camera and continued to film and are hoping to use the videos for a parent night so that parents can see what happens during the day. Providers not only learned a lot about themselves but they also learned a great deal about the children in their care. It is very rare that a provider gets to step out of the program and become an observer. Clark learned that this video-taped self reflection process was the most effective way to change teacher-child interactions for the better.

#### Challenges:

- Clark: The number one challenge we faced this year was turnover. It was difficult in a short field test to start in the middle of the year with new providers. Clark had 2 family childcare providers leave the program at the beginning of the year and 7 center teachers change in the middle of the year. It was difficult to have them enter the training component in mid-year, develop relationships with new participants in a short amount of time and complete assessments with enough time between the pre and post. In addition, losing a coach in the end of the year had an impact on the providers. Though they were able to meet with the other coach, they did experience loss at a time when they were busy working on their goals and they had to adjust to a new coach with a different coaching style. These turnover experiences highlighted for Clark how important relationship development is in a QRIS program.
- Clark: Another challenge was working with ETO. The field test started several months before ETO was up and running, so it was difficult for coaches to go back and remember all the information to

enter accurate data. In addition, there were several parts of the ETO program that created challenges. For example, although providers had goals entered into ETO in which to record time under, they were also coached in all 4 areas. Because providers chose their own goals, there may have only been goals in one or two areas. When a provider was coached in one of the areas where they did not have a goal, there was no other option for recording time except for General Time and Relationship with Client. This resulted in a large portion of time being recorded in this area. In addition, the ETO program is difficult to change if a mistake was made and often a source of frustration for the coaches. Clark has learned that coaches need a lot of training and support around data entry and data systems in order to see the value.

- King/White Center: It was not surprising to see that although coaching impacted ERS scores, it did not impact SEEDs scores. Even though this was to be expected, due to the short timeline of the study and the complicated rubric of educational requirements, it will still be potentially seen by providers as a disappointment in their overall results. CCR has done a good job of marketing the concept of what a QRIS (and Seeds to Success) is, and so they have kept an eye on the *ratings* component, knowing that someday these ratings will be public and used by parents to identify high-quality child care programs.
- Yakima/East Yakima: A challenge that remained constant and became more significant over time, was the variance in the timeframes set for goals in the QIP. It was possible for coaches and providers to develop similar goals for separate providers that allowed different time-frames for completion. As a result, a goal that included more increments with short deadlines toward the goals allowed providers to show more progress in the same time frame as a provider who may have had the same goal set with one long-term deadline and no opportunity to show progress in the short-term. The Site Coordinator addressed this inconsistency with individual coach mentoring and in-service training however the tools for documenting the QIP's also needed to be adjusted.

#### Lessons Learned:

- Clark: One of the lessons learned was how important it is to work with center directors in addition to center staff. Many of the directors did not appear to understand how hard their staff was working in the project. Numerous staff members commented that they would have liked to have been appreciated by their directors for the hard work and time they were dedicating to the program. In the future working with the whole center and the directors should help this process go more smoothly as everyone would have a feeling that they are all in this together. There was some resentment at the beginning on the teachers' part for being volunteered to be part of the field test but they seemed to enjoy the process once it started and relationships were developed. They all appeared to be thankful that they had free STARS training.
- Clark: Clark learned that coaching includes much more than focusing on goals. Several providers revealed very personal information about their own health and well-being because they felt like this was impacting their ability to be successful in the program. After developing trusting relationships with their coaches, the providers felt comfortable confiding this personal information. Although one coach was successful in getting a provider to see a doctor for necessary medication, Clark has learned that coaches need to be given clear directions/parameters around their role and they need supports and outlets for working through these relationships. It would be helpful for coaches to receive some information about spotting these crises and helping providers deal with them on their own.
- Clark: Due to the challenges with data collection Clark learned how crucial it is for coaches to have time for data collection, data entry and data analysis to inform their work. The use of trained independent reviewers is also important. In addition, it was difficult at times for the providers to find extra time to fill out the various surveys and assessments, which may have resulted in less accurate data.

- Clark: There were many lessons learned in using ETO. One obvious one was simply learning to use the system. Clark modified the system along the way when staff realized there were better ways to capture the necessary data. For example, staff went back in and added weights to the assessments so that staff could look at providers' average scores. As noted above, it would also be beneficial to improve the way that coaches' time is spent by adding additional categories.
- King/White Center: CCR is continuing to learn much from the MPR study results, and have shared over previous quarters the many lessons learned from implementation experiences. Many lessons learned are already being applied in the upcoming year, during the next phase of the Seeds field test. CCR is grateful to have been able to facilitate the contribution of providers in White Center to the benefit of the rest of the state.
- Yakima/East Yakima: A lesson that was evident throughout the duration of the Field Test was the significance of the relationships coaches formed with providers. When coaches felt a high level of trust and understanding was reached between them and providers, coaches immediately noticed changes in provider's behaviors and approaches to learning and implementing new knowledge. Coaches were invited to support providers in other aspects of their child care work, such as joining staff celebrations, attending licensing meetings related to licensing concerns and joining staff meetings that involved planning and coordination of the program's long-term operational goals.

**The following are letters from providers in Clark county's modified field test that provides from their perspective what this year meant to them:**

- "I'd like to thank you for all your help, support and coaching throughout the months. It has helped me tremendously to focus on what I wanted my class to accomplish. I have seen the changes and improvement on the children and it shows every time I look at their portfolios. When the children moved up to the next class and I gave the parents their child's portfolio I heard good feedback from them. They are very appreciative and grateful for all the hard work we have done for their child. Most of them said they didn't realize that we do a lot of activities for the children and that we don't just play all the time. They are indeed learning and at the same time enjoying school. Most parents said they will keep and treasure their child's portfolio and it's something they can look at throughout the years. I just want to let you know that I'm thankful that our school was chosen and given this opportunity to work on this project." - A preschool provider
- "I just wanted to tell you it was nice talking to you today, on a one on one conversation. You made me feel better, knowing I can still fulfill the dreams I set for myself so long ago, even at my age. I know sometimes God brings us people in our lives to give us the peace sometimes we need to have at that time, and you did today - God Bless" - A provider on the job for two years
- "Thanks for coming today... I hope you had fun with us; we have fun when you come. It's like we are proud of all the kids we have to teach, and play with, and laugh with. We do love our jobs. So I have the whole summer to play with the kids outside a lot more. Well just know I still get nervous in front of people and I may still turn all red, but I will make it, I am proud of the project we did and I think it's a great success Hugs to you." - A provider on the job for two years



Clark County's participants.

## **Thrive by Five WA Summary**

### **Data comparison between the Thrive demonstration communities and the three County-wide sites**

It is difficult to compare the data between the Thrive demonstration communities (East Yakima and White Center) and the three County-wide sites (Clark, Kitsap, and Spokane), given that the funding available to support the efforts was so different between the two groups. In addition, there was a fully funded randomized controlled trial study of the implementation in East Yakima and White Center, whereas there were no funds dedicated to evaluation in any of the other three sites.

### **Challenges/What's Not Working/Lessons Learned**

- The modified field test in Clark, Kitsap, and Spokane had an extremely short time period to prepare for implementation. With having to focus on all of the startup activities, Thrive and DEL missed opportunities for some consistent messaging to the sites about implementation. One key message that got missed is that although the legislature's budget was for two years, that did not necessarily mean that what the sites implemented for year one would be the same thing implemented in year two. Because this is a field test period, DEL and Thrive have an opportunity to make adjustments and modifications as necessary to keep learning about what may work or not work to develop recommendations for statewide implementation. Unfortunately, the sites had communicated to participants that they were signing up for two years, without the additional information about the possibilities of change. When DEL and Thrive communicated changes for year two, the site coordinators were nervous about the reaction that they might receive from participants. It will be interesting to see if any of the participants do not re-enroll due to this miscommunication.
- The Professional Development & Training category of the Seeds to Success Quality Standard has many issues that need to be resolved.
  - One issue is that the "Experience" indicator. For the Center staff, specifically, the years of experience needed for seeds 3 and 4 seem to be low and arbitrary and in fact, just by participating in Seeds for a year would bring you easily up to Seed level 4. It does not seem equal to the other categories in terms of its rigor. In addition, the "all or nothing" approach in the experience section may penalize high quality childcare programs that may have recently hired an employee new to the field.
  - Another issue is a larger issue and that is the "Education" indicator. There are many elements that are not clear, such as what is considered a "related field" and what happens when a person may have a higher degree, such as an M.A. or an M.B.A. These challenges are further detailed by Mathematica in their report, specifically on Pages 47-48.
  - Finally, education attainment is a long-term process and with the current standards, it may take programs several years to get to the next seed level even if they have made it to the highest levels of the other categories. The other challenge that is obvious to those who work closely with providers in the field is the sheer difficulty of degree attainment for providers who 1) have full-time jobs with low pay and little opportunities to have time off to attend classes, 2) have other responsibilities, such as having families

of their own to take care of, 3) see little benefit in terms of wages for attaining a higher degree, and 4) do not have the network of support one needs, especially those who have been out of school for awhile or are English Language Learners, to keep their motivation up. These are just a sampling of the barriers that exist.

- ETO was a huge challenge for everyone for many reasons. First, the program and evaluation was still being designed as Thrive was also trying to design the ETO system. This made it hard to completely map the system to the needs of the program, when the needs of the program were not solidified. Secondly, because the system took some time to develop, test, and then train coaches on, coaches had started their work, in some sites, for several months, before data was entered. This brought about a data quality issue. Thirdly, the majority of the site coordinators and coaches were not used to using a complex performance management system and although they took part in the initial trainings on the system, it took them several months and additional training and technical assistance to gain confidence in it. The most successful sites were able to hire assistants/coordinators who were focused on administering the system. Thrive is working with the site coordinators and Social Solutions, the developers to enhance the Seeds ETO system to be more aligned with the needs of the program in year two. Thrive has also requested that Social Solutions build in more trainings and technical assistance to the sites throughout the year. Finally, Thrive is looking to increase its own capacity in administering ETO on-site and hopes to have part of that position's responsibility as the Seeds ETO administrator across all five sites.
- All five sites witnessed high turnover in participating staff. This made implementation difficult when sites had to bring new teachers in to tackle goals set by previous participants, especially if they, themselves did not attend a relevant training to address that goal. In addition, relationship building with coaching takes time and thus, valuable implementation time is lost in this process.
- Self-reported data is not seen as reliable and valid and will be especially difficult to use when the state rolls out Seeds to Success publicly statewide. The data collection methods for the Family and Community Partnerships" category and the "Professional Development and Training" standards will have to be adjusted so that they are collected from other sources of evidence.
- It is important to help providers understand the purpose of and how to use assessment tools but it is also important to have reliably-trained, objective, third-party observers to conduct the assessments if they are to be used for learning and tracking progress. The Clark ECERS experience is one example of how difficult data analysis could be when there is a lack of confidence in the source of data.

### What's Working/Successes

- As we entered the field test, Thrive hypothesized that the key leverage point for change in child care settings would be an investment in relationship-based professional development, specifically in coaching. All five sites have shared anecdotal information about the success they are seeing in the coaching model and coaching impact across all participating programs. From family child care participants to Center directors to Center lead teachers, Thrive has heard again and again about how thankful participants are to have this other person who is not there to

judge but to help facilitate their learning and decision making to improve their programs for the children in their care.

- The randomized controlled trial study in East Yakima and White Center showed through the modified field test in these two communities that coaching and quality improvement funds actually *caused* increases in observed quality. The combination of high intensity coaching and quality improvement grants led to a change of 1.5 on the ERS for centers and .88 on the FCCERS for family child care businesses. According to Mathematica, this is a significant finding and one that they have not found in other child care improvement program studies.
- All five sites had very high retention of participating child care programs in the modified field test. For Clark, Kitsap, and Spokane, this is impressive, given that not much was offered for participating programs and in fact, they had to do a lot of work in the field test. For East Yakima and White Center, it was even more critical that programs stayed in the field test due to the needs of the evaluation. Thrive wishes to acknowledge the hard work of the site coordinators and coaches to keep participants engaged and motivated to ensure retention.
- There is a lot to celebrate across all five sites – over 155 individuals received one-on-one coaching, over 214 individuals accessed professional development opportunities, and over 3,000 children were in the care of businesses that committed to the quality of their care and learning. Even with limited funding, all five sites contributed a wealth of information about how certain strategies were working or not working to inform the development of the second year of the modified field test.

#### Recommendations for Future Design

- Clark's strategy of videotaping participants for their coaching and self-reflection has been very successful in not only helping providers see themselves in practice but also to see the interaction of children. With the addition of videotaping as a CLASS rating process, it would be great to offer all participants video cameras and training on documenting with video. To take it one step further, Thrive recommends that coaches, in their own professional development and mentoring, also receive videotaping to help with their own practice.
- When resources are scarce, it is important to dedicate them to what may bring about the biggest return on the investment. In a child care setting, this may ultimately be the director/FCC owner. As Thrive and the site coordinators have learned, for change in quality to occur and to be maintained, it does take the involvement of and investment in leadership. In addition, the greatest staff retention currently exists in the director; therefore, the investment would continue to bring return in the participating program and in the field. It is important that if the state goes this route that the director sees themselves as a leader of curriculum/learning/play so that not only are they looking at strengthening the foundation of the business but the foundation for children's learning. It is also important that the director develops the skill to be a coach/mentor for the staff in their business and that they do everything they can to retain their staff.
- Here is a list of other elements that could help make Seeds to Success successful:
  - Family child care cohort – in addition to the individualized coaching, provide group coaching once a month so that participants can 1) share their challenges and lessons

learned together, 2) network among each other, and 3) motivate each other through the program. These group meetings would be facilitated by their one-on-one coach.

- Professional Development Cohort – groups of educators who have similar experiences and education backgrounds who can train/attend classes together, again to 1) share their challenges and lessons learned together, 2) network among each other, and 3) motivate each other through the program. The cohort would be staffed either by a Seeds to Success coach or one of the site coordinating staff. If the training is developed for this cohort and is offered by a Seeds to Success staff, such as the case in Clark’s program this past year, Seeds to Success should offer staff training around facilitation and teaching adults.
- Integrated registry that will verify education and experience of providers
- Substitute pool, not just for while participants attend classes/training but also while they receive coaching
- Retention and merit \$ awards – to encourage participants to stay in their child care program and/or attain higher degrees
- There are certain barriers that are currently beyond the control of DEL and/or Thrive that would help make Seeds to Success stronger. This includes the inclusion of a subsidy alignment strategy (which could support tiered reimbursement), higher education alignment in helping to develop opportunities that are relevant, culturally competent, and accessible for participants, and the inclusion of early childhood mental health consultation for participating programs.

### Conclusion

Thrive is excited to continue its partnership with DEL to lead Seeds to Success and looks forward to the second year of the modified field test! Thrive also looks forward to partnering with DEL to share the results of the randomized controlled trial and all the lessons learned from the field test sites leading up to and during the next legislative session.